

# PSA Workshop (Public Service Announcement)

**Duration:** Six 60-minute lessons



- Materials:**
- Digital video cameras (enough for every group of three or four), tripod, miniDV tape
  - Optional: headphones, lavaliere, and shotgun microphone, and necessary cables to attach mic to camera.
  - Computer to capture and edit film
  - iDEA Training Module DVD PSAs (PSA Workshop)

## Prior Knowledge:

*Students need to know how to/understand...*

- >> Camera Use and Management
- >> Composition, Camera Movement, and Storyboarding

## Outcomes:

*Students will know/be able to...*

- >> Persuade an audience visually, using appropriate dialogue, text, images, and audio.

## Resources:

- PSA samples: <http://www.media.campaign.org/mg/television.html>
- PSAs in different formats (TV, Radio, Web, Print): <http://adcouncil.org/>

## For additional information on:

- Audience, Purpose, and Subject, see iDEA Chapter 3.



**Standards:** *NETS 2 - 4*

*UT Language Arts: 8th Grade, Standard 5*

*UT Fine Arts: 7th - 12th Visual Arts, Filmmaking Standards 1-4*

## >> PROJECT DESCRIPTION:

**1. Ask:** What is a Public Service Announcement? How are they different/similar to commercials? What are they used for? Have you ever seen one? (List examples.)

**2. Share** some examples of PSAs from iDEA Training Module DVD PSAs (PSA Workshop) and/or resources below. The primary goal of every PSA is to be effective. Was the PSA effective? What is the purpose? Who is the audience? How would you describe the tone/pace of PSAs? What techniques (listed below) did the filmmakers use to get their message across?

Common PSA techniques:

Humor	Metaphors	Guilt
Exaggeration	Personification	Fear
Action/Consequence		

**3. Brainstorm** with the class several issues that can be covered in a 30 second PSA. Answer the following for select issues:

- What is the subject or topic to be covered?
- What is the purpose?
- Who is the audience?
- How will you tell your story visually?

**4. Divide** the class into groups of 3-5 students. Each group is to select a topic for their PSA. How will they act out, or demonstrate, why their audience should/shouldn't do something (ie: don't litter, follow rules, etc.) What kinds of techniques (listed under #2) will students use to get their message across? Refer to the techniques above for a guide.

**5. Have** each group explain or pitch their PSA to the teacher, and when it's approved, distribute the storyboard template. Instruct students to include audio and they should also make a list of necessary props.

**6. When** students have completed their storyboards, have them rehearse their PSAs to make sure their lines are memorized and the length is 30-seconds. Once this has been done, students can check out equipment.

**7. Each** group will assign roles for the shoot (see "Production Roles" handout) and shoot the PSA using the storyboard as a guide for the shots.

**8. Students** capture and edit their footage on a computer, adding necessary audio, titles, music, transitions, etc.

**9. Celebrate** the final products with a screening!

## Assessment:

- Filmmaking Rubric
- Critique for effectiveness of final product